2014 Accountability Updates

February 24, 2014

Assessment, Research, and Evaluation Department | Brownsville ISD

Presentation based on information received at the 2014 Texas Assessment Conference
New for 2012-13, the Texas Performance Reporting System (TPRS) provides ...

- Performance and participation results for additional student groups:
  - Economically Disadvantaged / Non-Economically Disadvantaged
  - Male / Female;
  - Special Education / Non-Special Education;
  - At Risk / Non-At Risk; and
  - Migrant / Non-Migrant.

- Disaggregated performance results for English Language Learners (ELL) and Career and Technical Education (CTE) student groups.

- Indicators not previously reported on TAPR, such as College-Ready Graduates performance in either subject (ELA or Math), AP/IB Results by subject area, and SAT/ACT by subject area.
## 2012-13 Texas Performance Reporting System

### STAAR Performance Results
*(all students, whether or not they were in the accountability subset)*
Disaggregated by subject, by grade, and summed across grades

**TAB 1**
**TAPR Student Groups**
All Students, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learners (ELL).

**TAB 2**
**Additional Student Groups**
Economically Disadvantaged, Non-Economically Disadvantaged, Male, Female, Special Education, Non-Special Education, At Risk, Non-At Risk, Migrant, and Non-Migrant.

### STAAR Performance Results *(only students in the accountability subset)*
Disaggregated by subject, by grade, and summed across grades

**TAB 3**
**TAPR Student Groups**
All Students, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learners (ELL).

**TAB 4**
**Additional Student Groups**
Economically Disadvantaged, Non-Economically Disadvantaged, Male, Female, Special Education, Non-Special Education, At Risk, Non-At Risk, Migrant, and Non-Migrant.

**TAB 5**
**English Language Learners (ELL); Career and Technical Education (CTE) Student Groups**
Results reported by groups of ELL and CTE students: English Language Learners (ELL), Non-ELL, First year Monitored limited English proficient (LEP) students, Second year Monitored LEP students; Career and Technical Education (CTE) Coherent Sequence, Non-CTE, and CTE Elective.

**TAB 6**
**Bilingual Education (BE)/English as a Second Language (ESL) Student Groups *(District, Region, and State only)*
Results reported by BE/ESL instructional program student groups: BE Program Total, Transitional BE/Early Exit, Transitional BE/Late Exit, Dual Language Immersion/Two-Way, Dual Language Immersion/One-Way, ESL Program Total, ESL /Content-Based, ESL /Pull-Out, LEP Students not served by BE/ESL Instruction, LEP Students served by BE/ESL Instruction, and Total ELL.
2012-13 Texas Performance Reporting System

**STAAR Participation Results** *(all students, whether or not they were in the accountability subset; includes participation measures not previously reported on TAPR)*

Disaggregated by subject

**TAPR Student Groups**

Results reported by student groups: All Students, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learners.

**Additional Student Groups**

Results reported by student groups: Economically Disadvantaged, Non-Economically Disadvantaged, Male, Female, Special Education, Non-Special Education, At Risk, Non-At Risk, Migrant, and Non-Migrant.

**Other Reports**

**Postsecondary Readiness Indicators** *(includes performance indicators not previously reported on TAPR)* Disaggregated by TAPR student groups, where available.

- Attendance Rates
- Annual Dropout Rates
- Longitudinal Rates
- RHSP/DAP Graduates
- Advanced Course Completion
- Texas Success Initiative
- College-Ready Graduates *In either subject (ELA or Math)*
- AP/IB *By subject*
- SAT/ACT *By subject*
- Graduates Enrolled in TX Institution of Higher Education (IHE)
- Graduates in TX IHE Completing One Year Without Remediation

**Profile** *(includes profile indicators not previously reported on TAPR)*

- Student Information
- Staff Information

**Report Cards**

- Texas Academic Performance Report (TAPR)
- School Report Cards
- National Assessment of Educational Progress
## 2012-13 Texas Performance Reporting System

### STAAR Performance Results - TAPR Student Groups

(all students in the accountability subset)

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>STAAR Percent at Phase-in 1 Level II or Above</th>
<th>State</th>
<th>African</th>
<th>American</th>
<th>Hispanic</th>
<th>White</th>
<th>American</th>
<th>Indian</th>
<th>Asian</th>
<th>Pacific</th>
<th>Islander</th>
<th>Two or More</th>
<th>Races</th>
<th>Special</th>
<th>Ed</th>
<th>Econ</th>
<th>Disadv</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2013</td>
<td>81%</td>
<td>70%</td>
<td>78%</td>
<td>89%</td>
<td>81%</td>
<td>96%</td>
<td>86%</td>
<td>66%</td>
<td>66%</td>
<td>72%</td>
<td>54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>78%</td>
<td>67%</td>
<td>73%</td>
<td>87%</td>
<td>79%</td>
<td>95%</td>
<td>80%</td>
<td>64%</td>
<td>64%</td>
<td>69%</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>70%</td>
<td>53%</td>
<td>66%</td>
<td>80%</td>
<td>70%</td>
<td>94%</td>
<td>70%</td>
<td>75%</td>
<td>55%</td>
<td>60%</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>69%</td>
<td>52%</td>
<td>64%</td>
<td>80%</td>
<td>68%</td>
<td>93%</td>
<td>77%</td>
<td>75%</td>
<td>57%</td>
<td>59%</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Resources

- [Texas Education Agency](http://ritter.tea.state.tx.us/perfreport/tprs/2013/index.html)
# 2014 Accountability Development Timeline

<table>
<thead>
<tr>
<th>Advisory Group</th>
<th>Meeting Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>AADDC</td>
<td>Early March 2014</td>
<td>The Academic Achievement Distinction Designation Committee (AADDC) for science and social studies will be convened to develop preliminary recommendations on the 2014 science and social studies distinction designation indicators.</td>
</tr>
<tr>
<td>APAC</td>
<td>March 6, 2014</td>
<td>Final recommendations will be determined for commissioner approval on the accountability ratings criteria for 2014 and performance index targets for 2014, 2015, and 2016 accountability ratings.</td>
</tr>
<tr>
<td>AADDC</td>
<td>Mid March 2014</td>
<td>The AADDC will finalize recommendations on the 2014 science and social studies distinction designation indicators.</td>
</tr>
<tr>
<td>COE</td>
<td>End of March 2014</td>
<td>Commissioner announces accountability ratings and distinction designations criteria for 2014 and final 2014 targets, preliminary 2015 targets, and preview 2016 targets.</td>
</tr>
</tbody>
</table>
For 2013 and beyond, an accountability framework of four Performance Indexes includes a broad set of measures that provide a comprehensive evaluation of the campus or district.
Index 1: Student Achievement provides an overview of student performance based on satisfactory student achievement across all subjects for all students.

- Student Group: All Students.
- Performance Standards: Phase-in 1 Level II (Satisfactory).
Index 1: Construction

Since Index 1 has only one indicator, the Total Index Points and Index Score are the same: Index Score = Total Index Points. Total Index Points is the percentage of assessments that meet the Phase-in 1 Level II Standard.

Each percent of students meeting the Phase-in 1 Level II performance standard contributes one point to the index. Index scores range from 0 to 100 for all campuses and districts.

Example: 2013 Index 1

<table>
<thead>
<tr>
<th>Students Met or Exceeded Phase-in 1 Level II</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Writing</th>
<th>Science</th>
<th>Social Studies</th>
<th>Total</th>
<th>% Met Phase-in 1 Level II</th>
<th>Index Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>100</td>
<td>100</td>
<td>42</td>
<td>40</td>
<td>23</td>
<td>305</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Index 1 Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>
# Index 1: Student Achievement

## Index 1: 2013 vs. 2014 Comparison

<table>
<thead>
<tr>
<th>2013</th>
<th>Proposed 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Groups: All Students.</td>
<td>Student Groups: All Students.</td>
</tr>
<tr>
<td>Performance Standards: Phase-in 1 Level II (Satisfactory).</td>
<td>Performance Standards: Phase-in 1 Level II (Satisfactory).</td>
</tr>
<tr>
<td>STAAR End-of-Course (EOC) Assessments (15 total):</td>
<td>STAAR EOC Assessments (5 total):</td>
</tr>
<tr>
<td>‣ English I – Reading; English II – Reading; English III – Reading</td>
<td>‣ English I (combined tests); English II (combined tests) beginning in spring 2014</td>
</tr>
<tr>
<td>‣ English I – Writing; English II – Writing; English III – Writing</td>
<td>‣ Algebra I</td>
</tr>
<tr>
<td>‣ Algebra I; Geometry; Algebra II</td>
<td>‣ Biology</td>
</tr>
<tr>
<td>‣ Biology; Chemistry; Physics</td>
<td>‣ US History</td>
</tr>
<tr>
<td>‣ World Geography; World History; US History</td>
<td>‣ English Language Learners (English and Spanish tests):</td>
</tr>
<tr>
<td>‣ English Language Learners (English and Spanish tests):</td>
<td>‣ Students in US schools Year 1 - Year 3 excluded</td>
</tr>
<tr>
<td>‣ Students in US schools Year 1 - Year 3 excluded</td>
<td>‣ Students in US schools Year 2 and beyond included</td>
</tr>
<tr>
<td>‣ Students in US schools Year 4 and beyond included</td>
<td>‣ ELL Progress Measure included for those tested in English</td>
</tr>
</tbody>
</table>

Shaded areas are new for 2014
**Index 2: Student Progress**

Index 2: Student Progress focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities, and English language learners.

- By Subject Area: Reading, Mathematics, and Writing (for available grades).

- Points based on weighted performance:
  - One point given for each percentage of tests at the Met progress level.
  - Two points given for each percentage of tests at the Exceeded progress level.

- Additional progress measures in 2014: STAAR-M, STAAR-Alt, and English Language Learners (ELL).
## Progress Measures by Subject Area and School Type

### 2013

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 4 Reading</td>
<td>Gr. 6 Reading</td>
<td>English I Reading</td>
</tr>
<tr>
<td>Gr. 5 Reading</td>
<td>Gr. 7 Reading</td>
<td>English II Reading</td>
</tr>
<tr>
<td>-</td>
<td>Gr. 8 Reading</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>English I Reading</td>
<td>-</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 4 Mathematics</td>
<td>Gr. 6 Mathematics</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Gr. 5 Mathematics</td>
<td>Gr. 7 Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>Gr. 8 Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>Algebra I</td>
<td>-</td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>English II Writing</td>
</tr>
</tbody>
</table>

### Proposed 2014

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 4 Reading</td>
<td>Gr. 6 Reading</td>
<td>-</td>
</tr>
<tr>
<td>Gr. 5 Reading</td>
<td>Gr. 7 Reading</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>Gr. 8 Reading</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gr. 4 Mathematics</td>
<td>Gr. 6 Mathematics</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Gr. 5 Mathematics</td>
<td>Gr. 7 Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>Gr. 8 Mathematics</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>Algebra I</td>
<td>-</td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
## Index 2: 2013 Construction – Table 1

<table>
<thead>
<tr>
<th>STAAR Weighted Progress Rate</th>
<th>All Students</th>
<th>African Amer.</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>ELL</th>
<th>Special Ed.</th>
<th>Total Points</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Calculation for Reading Progress Number of Tests</td>
<td>100</td>
<td>50</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Results: Met or Exceeded Progress Number Percent</td>
<td>80</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Exceeded Progress Number Percent</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Reading Weighted Progress Rate</td>
<td>100</td>
<td>120</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
<td>479</td>
<td>800</td>
</tr>
</tbody>
</table>
# Index 2: Student Progress

## Index 2: 2013 Construction – Table 2

<table>
<thead>
<tr>
<th>STAAR Weighted Progress Rate</th>
<th>All Students</th>
<th>African Amer.</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>ELL</th>
<th>Special Ed.</th>
<th>Total Points</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Weighted Progress</td>
<td>100</td>
<td>120</td>
<td>175</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>84</td>
<td></td>
<td>479</td>
<td>1282</td>
<td>2000</td>
</tr>
<tr>
<td>Mathematics Weighted Progress</td>
<td>85</td>
<td>98</td>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>160</td>
<td></td>
<td>493</td>
<td></td>
<td>800</td>
</tr>
<tr>
<td>Writing Weighted Progress</td>
<td>140</td>
<td>170</td>
<td>310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>310</td>
<td>1282</td>
<td>2000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Index 2 Score (total points divided by maximum points)
Index 3: Closing Performance Gaps emphasizes advanced academic achievement of economically disadvantaged students and the two lowest performing race/ethnicity student groups.

2013

- Points based on STAAR performance:
  - Phase-in 1 Level II satisfactory performance: One point for each percent of tests at the Phase-in 1 Level II satisfactory performance standard.

- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies.

- Student Groups:
  - Economically Disadvantaged
  - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2012 assessment results.

Proposed 2014

- Points based on STAAR performance:
  - Phase-in 1 Level II satisfactory performance: One point for each percent of tests at the Phase-in 1 Level II satisfactory performance standard.

  - Level III advanced performance: Two points for each percent of tests at the Level III advanced performance standard.

- By Subject Area: Reading, Mathematics, Writing, Science, and Social Studies.

- Student Groups:
  - Economically Disadvantaged
  - Lowest Performing Race/Ethnicity: The two lowest performing race/ethnicity student groups on the campus or within the district, based on 2013 assessment results.

  - Select the two lowest performing student groups if both the prior year reading and mathematics subject area test results each have at least 25 tests.

Shaded areas are new for 2014
## 2013 Index 1: Student Achievement Data Table

### 2013 STAAR Performance

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at Phase-in 1 Level II or above</td>
<td>44%</td>
<td>52%</td>
<td>49%</td>
<td>77%</td>
</tr>
<tr>
<td>% at Final Level II or above</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>19%</td>
</tr>
<tr>
<td>% at Level III Advanced</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Number of Tests

- # at Phase-in 1 Level II or above: 1,342
- # at Final Level II or above: 289
- # at Level III Advanced: 54
- Total Tests: 3,035

### Reading

<table>
<thead>
<tr>
<th>Percent of Tests</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at Phase-in 1 Level II or above</td>
<td>56%</td>
<td>57%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>% at Final Level II or above</td>
<td>13%</td>
<td>0%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>% at Level III Advanced</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Number of Tests

- # at Phase-in or above: 551
- # at Final Level II or above: 124
- # at Level III Advanced: 21
- Total Tests: 984

### Mathematics

<table>
<thead>
<tr>
<th>Percent of Tests</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at Phase-in 1 Level II or above</td>
<td>54%</td>
<td>44%</td>
<td>55%</td>
<td>90%</td>
</tr>
<tr>
<td>% at Final Level II or above</td>
<td>11%</td>
<td>0%</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>% at Level III Advanced</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Number of Tests

- # at Phase-in 1 Level II or above: 534
- # at Final Level II or above: 105
- # at Level III Advanced: 26
- Total Tests: 988

[http://ritter.tea.state.tx.us/perfreport/account/2013/index.html]
### Index 3: 2013 Construction – Table 1

<table>
<thead>
<tr>
<th>STAAR Weighted Performance Rate</th>
<th>Economically Disadvantaged</th>
<th>Lowest Performing Race/Ethnic Group - 1</th>
<th>Lowest Performing Race/Ethnic Group - 2</th>
<th>Total Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Calculation for Reading Weighted Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Tests</td>
<td>80</td>
<td>40</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Results: Phase-in 1 Level II Satisfactory and above Number Percent</td>
<td>80</td>
<td>20</td>
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</tr>
<tr>
<td></td>
<td>100%</td>
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</tr>
<tr>
<td>Level III Advanced Number Percent</td>
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<tr>
<td></td>
<td>50%</td>
<td>0%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Weighted Performance Rate</strong></td>
<td>150</td>
<td>50</td>
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## Index 3: 2013 Construction – Table 2

<table>
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<tr>
<th>STAAR Weighted Performance Rate</th>
<th>Economically Disadvantaged</th>
<th>Lowest Performing Race/Ethnic Group - 1</th>
<th>Lowest Performing Race/Ethnic Group - 2</th>
<th>Total Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong> Weighted Performance</td>
<td>150</td>
<td>50</td>
<td>200</td>
<td>400</td>
<td>600</td>
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<tr>
<td><strong>Mathematics</strong> Weighted Performance</td>
<td>125</td>
<td>100</td>
<td>90</td>
<td>315</td>
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<td><strong>Writing</strong> Weighted Performance</td>
<td>80</td>
<td>90</td>
<td>125</td>
<td>295</td>
<td>600</td>
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<td><strong>Science</strong> Weighted Performance</td>
<td>120</td>
<td>40</td>
<td>90</td>
<td>250</td>
<td>600</td>
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<td><strong>Social Studies</strong> Weighted Performance</td>
<td>50</td>
<td>40</td>
<td>80</td>
<td>170</td>
<td>600</td>
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<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td>1430</td>
<td>3000</td>
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<tr>
<td><strong>Index 3 Score</strong> (total points divided by maximum points)**</td>
<td></td>
<td></td>
<td></td>
<td>48</td>
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</tr>
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</table>
Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military; and the role of elementary and middle schools in preparing students for high school.
Index 4: Postsecondary Readiness

Index 4: 2013 vs. 2014 Comparison

2013
- Graduation Score: Combined performance across the graduation and dropout rates for:
  - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
  - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Annual Graduates: All Students and race/ethnicity student groups.

2014
- Graduation Score: Combined performance across the graduation and dropout rates for:
  - Grade 9-12 Four-Year Graduation Rate for All Students and all student groups; or
  - Grade 9-12 Five-Year Graduation Rate for All Students and all student groups, whichever contributes the higher number of points to the index.
- RHSP/DAP Graduates Based on Longitudinal Cohort: All Students and race/ethnicity student groups.
- STAAR Score: STAAR Percent Met Final Level II on one or more tests for All Students and race/ethnicity student groups.

Additional Indicators Required by House Bill 5 (83rd Texas Legislature, 2013)
- Texas Success Initiative college readiness benchmarks.
- Number of students who earn postsecondary credit required for a foundation high school program, an associate’s degree, or an industry certification.

Shaded areas are new for 2014
<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students</th>
<th>African Amer.</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>ELL</th>
<th>Special Ed.</th>
<th>Total Points</th>
<th>Max. Points</th>
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<tbody>
<tr>
<td>STAAR Score</td>
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</tr>
<tr>
<td>STAAR % Met Final Level II on One or More Tests</td>
<td>29%</td>
<td>16%</td>
<td>40%</td>
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<td>38%</td>
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<td>182</td>
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<td>STAAR Score (STAAR total points divided by maximum points)</td>
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<td>Graduation Score (Gr. 9-12)</td>
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<tr>
<td>4-yr. graduation rate</td>
<td>84.3%</td>
<td>78.8%</td>
<td>78.8%</td>
<td>91.6%</td>
<td>86.0%</td>
<td>44.2%</td>
<td>69.8%</td>
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<td>533.5</td>
<td>700</td>
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<tr>
<td>5-yr. graduation rate</td>
<td>85.1%</td>
<td>78.8%</td>
<td>80.0%</td>
<td>92.1%</td>
<td>84.0%</td>
<td>48.9%</td>
<td>77.5%</td>
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<td>546.4</td>
<td>700</td>
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<td>Highest Graduation Total</td>
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<td></td>
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<td>546.4</td>
<td>700</td>
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<tr>
<td>Graduation Score (best of total graduation points divided by maximum points)</td>
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<td>78.0</td>
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<tr>
<td>RHSP/DAP Score</td>
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<tr>
<td>4-yr. graduation Percent RHSP/DAP</td>
<td>82.7%</td>
<td>76.4%</td>
<td>83.6%</td>
<td>83.0%</td>
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<td>RHSP/DAP Score (best of total RHSP/DAP points divided by maximum points)</td>
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<td>Postsecondary/College-Ready Graduates Score</td>
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<tr>
<td>College-Ready Graduates either subject (ELA or Math)</td>
<td>82.0%</td>
<td>72.0%</td>
<td>78.0%</td>
<td>89.0%</td>
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<td>College-Ready Score (total points divided by maximum points)</td>
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<td>RHSP/DAP Score</td>
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## 2014 Accountability Rating Labels

<table>
<thead>
<tr>
<th>Accountability Rating (Campuses and Districts)</th>
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</thead>
<tbody>
<tr>
<td>Met Standard</td>
</tr>
<tr>
<td>Improvement Required</td>
</tr>
</tbody>
</table>
To receive a *Met Standard* rating, non-AEA campuses and districts had to meet the following accountability targets on all indexes for which they had performance data in 2013.

**2014 Index targets will be based on recommendations from accountability advisory groups and will be finalized by the commissioner in spring 2014.**

<table>
<thead>
<tr>
<th>Performance Index</th>
<th>Non-AEA Campuses</th>
<th></th>
<th>Non-AEA Districts</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>2013</strong></td>
<td><strong>2014</strong></td>
<td><strong>2013</strong></td>
<td><strong>2014</strong></td>
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<td>Index 1: Student Achievement</td>
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<td>Index 2: Student Progress</td>
<td>High Schools:</td>
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<td></td>
<td>Middle Schools:</td>
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<td></td>
<td>Elementary Schools:</td>
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</tr>
<tr>
<td>Index 3: Closing Performance Gaps</td>
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<td>TBD</td>
<td>55</td>
<td>TBD</td>
</tr>
<tr>
<td>Index 4: Postsecondary Readiness</td>
<td>75</td>
<td>TBD</td>
<td>75</td>
<td>TBD</td>
</tr>
</tbody>
</table>
2013 Distinction Designations

- Student Progress (based on Index 2)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics

2014 Distinction Designations

- Student Progress (based on Index 2)
- Closing Performance Gaps (based on Index 3)
- Academic Achievement in:
  - Reading/English Language Arts
  - Mathematics
  - Science
  - Social Studies
- Postsecondary Readiness for campuses and districts

Shaded areas are new for 2014

Per Texas Education Code (TEC) §39.201, alternative education campuses (AECs) evaluated under AEA provisions are not eligible for distinction designations.
Districts and Campuses Postsecondary Readiness: House Bill 5 (83rd Texas Legislature, 2013) expanded distinction designations to both districts and campuses for outstanding performance in attainment of postsecondary readiness.

Criteria must include indicators based on percentages of students who:

- Achieve college-readiness standards on STAAR;
- Earn nationally or internationally recognized business/industry certification;
- Complete a coherent sequence of CTE courses;
- Complete dual credit courses or a postsecondary course for local credit;
- Achieve college readiness standards on SAT, ACT, PSAT, or ACT-PLAN examinations; and
- Earn college credit based on AP/IB performance.
Pending Topics for 2014 Accountability

**Issue**

It is not possible to define targets for 2014 based on Index 2 scores because the 2014 scores will include additional progress measures for students tested on the STAAR M and STAAR Alt assessments and for English language learners.

**Current ATAC Proposal**

Set Index 2 targets at or about the 5\textsuperscript{th} percentile by campus type, as determined by the 2013-14 student progress measure. This recommendation is consistent with the method used in 2013.
Pending Topics for 2014 Accountability

**Issue**

Index 2 at the high school level will be based on two assessments:
- Reading – STAAR Alternate in English and English II
- Mathematics – Algebra I

The limited number is due to a reduction in the number of EOC tests and the creation of a combined English I and English II test for spring 2014.

**Current ATAC Proposal**

Suspend inclusion of Index 2 from state accountability results for high schools/secondary campuses in 2013-14.
Pending Topics for 2014 Accountability

Issue
Inclusion of Algebra I EOC results for middle school students in 2014 accountability results.

Current Status
TEA is waiting for a final decision from the USDE on the double-testing waiver described in the November 6, 2013 correspondence to the department.

TEA will inform all districts about testing policies and use of these results in 2014 accountability as soon as possible following receipt of USDE’s decision.
Pending Topics for 2014 Accountability

**Issue**

STAAR English I and II reading and writing assessments were administered as separate assessments in July 2013 and Fall 2013 and will be administered as a single English I and II assessment beginning in spring 2014.

**Current ATAC Proposal**

Exclude the results from the separate English I and English II reading and writing assessments administered in summer 2013 and fall 2013.
Pending Topics for 2014 Accountability

**Issue**

Appropriate inclusion of the English language learners (ELLs) Progress Measure results for ELLs in their second and third years in U.S. schools.

**Current ATAC Proposal**

The ELL workgroup of the ATAC is preparing final recommendations for the inclusion of ELL students in accountability performance indexes, including the use of the ELL Progress Measure.
Pending Topics for 2014 Accountability

Issue

Assignment of weights to four components of Index 4: Postsecondary Readiness: STAAR performance at the final Level II standard, longitudinal graduation rates, longitudinal RHSP/DAP rates, and College-Ready Graduates indicator.

Current ATAC Proposal

APAC members will review the following recommended component weights from the ATAC:
• STAAR performance (35%);
• Longitudinal graduation rates (35%);
• Longitudinal RHSP/DAP rates (15%); and
• College-Ready Graduates indicator (15%).
Pending Topics for 2014 Accountability

**Issue**

Development of Postsecondary Readiness distinction designations for districts.

**Current ATAC Proposal**

Apply a district-level methodology based on the campus postsecondary distinction evaluation.

Set a target on the percent of district-wide postsecondary distinction indicators across all eligible campus-level indicators that attain the top 25% (top quartile) of their campus comparison group.
System Safeguards

Safeguard Measures and Targets:

- Reporting system disaggregates performance by student group, performance level, and subject area.

- Performance rates are calculated from the assessment results used to calculate Index 1: Student Achievement.

- 2013 targets for the disaggregated system-safeguard results:
  - STAAR performance target corresponds to Index 1 (50%);
  - STAAR participation target required by federal accountability (95%);
  - Federal graduation rate targets and improvement calculations for 4-year rate (78%) and 5-year rate (83%); and
  - Federal limit on use of alternate assessments (1% and 2%).

- 2014 Changes to Federal Graduation rate targets
  - Federal graduation rate targets and improvement calculations for 4-year rate (80%) and 5-year rate (85%)
## 2013 Accountability System Safeguard Measures and Targets

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students</th>
<th>African Amer.</th>
<th>Amer. Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Eco. Disadv.</th>
<th>ELL</th>
<th>Special Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Rates</strong></td>
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<td>Mathematics</td>
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<td><strong>Federal Graduation Rates (including improvement targets)</strong></td>
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<td><strong>District Limits on Use of Alternative Assessment Results</strong></td>
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</tbody>
</table>

* Targets for 2013 correspond to the performance target for Index 1: Student Achievement.
System Safeguards

- Results will be reported for any group that meets accountability minimum size criteria.

- Failure to meet the safeguard target for any reported group must be addressed in the campus or district improvement plan.

- Performance on the safeguard measures will be incorporated into the Texas Accountability Intervention System (TAIS).

- See Accountability Monitoring website for further information: [http://www.tea.state.tx.us/pmi/accountabilitymonitoring/](http://www.tea.state.tx.us/pmi/accountabilitymonitoring/)
On September 30, 2013, the U.S. Department of Education approved the Texas request to waive specific provisions of the *Elementary and Secondary Education Act of 1965* (ESEA).

The Texas accountability System Safeguard information was used to meet federal accountability requirements to identify Priority and Focus Schools.

These federal accountability requirements are limited to the Reading/English language arts and Mathematics performance and participation indicators.

Other federal requirements require the Reading/English language arts and Mathematics performance and participation system safeguard information.
Note that performance information must be reported at the **2012-13** federally approved target of **75%** for the following:

- Title III Annual Measurable Achievement Objectives (AMAOs), using only the ELL performance and participation information; and,

- USDE Office of Special Education Programs (OSEP) State Performance Plan (SPP) and State Annual Performance Report (APR) that measure the students served by special education programs.

Note that performance information will increase **2013-14** federally approved target will increase to **79%**

**Resources:**
Progress on STAAR

How it is Measured and its Use in Accountability
STAAR Progress Measure

- Progress = Score this year – Score last year
- Classifies progress as Did not Meet, Met, or Exceeded
  - Uses the performance standards to define classifications
- Example

<table>
<thead>
<tr>
<th>Grade 5 Reading</th>
<th>Grade 6 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level II = 1582</td>
<td>Level II = 1629</td>
</tr>
</tbody>
</table>

**Met Progress = 1629 - 1582 = 47**
STAAR Progress Measure

- **Met Targets**
  - Final Level II standard in 2013 to Final Level II standard in 2014 for students who were Level I or II in 2013.
  - Level III standard in 2013 to Level III standard in 2014 for students who were Level III in 2013.

- **Exceeded Targets**
  - Final Level II standard in 2013 to Level III standard in 2014 for all students
STAAR Progress Measure

- Eligibility criteria
  - Must have a valid score in 2013 and 2014
  - Cannot repeat the same test
  - Must take the same version of the test in 2013 & 2014
  - Must take tests in the same language (English or Spanish) in 2013 & 2014 for STAAR Reading tests
  - Must be the first attempt on the test for EOC tests
  - Does not qualify for the ELL progress measure
STAAR Modified

- Same rationale and calculation as STAAR
- Uses separate Met and Exceeded progress targets specific to STAAR Modified standards
- Only given to students who did not skip a grade
STAAR Alternate

- Transition table – different method because different type of assessment
- Raw scores grouped into stages

<table>
<thead>
<tr>
<th>Raw Scores</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>1</td>
</tr>
<tr>
<td>21-29</td>
<td>2</td>
</tr>
<tr>
<td>30-38</td>
<td>3</td>
</tr>
<tr>
<td>39-47</td>
<td>4</td>
</tr>
<tr>
<td>48-57</td>
<td>5</td>
</tr>
<tr>
<td>58-67</td>
<td>6</td>
</tr>
<tr>
<td>68-77</td>
<td>7</td>
</tr>
<tr>
<td>78-84</td>
<td>8</td>
</tr>
</tbody>
</table>
### STAAR Alternate

- Comparison of current year stage to prior year stage
- Classifications: *Did not Meet, Met, or Exceeded*

<table>
<thead>
<tr>
<th>Prior-Year Stage</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>3</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>4</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>5</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>7</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>8</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>DN</td>
<td>M</td>
</tr>
</tbody>
</table>

**Current-Year Stage**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>
STAAR Progress Measure – New for 2014

- Testing in non-consecutive grade levels for STAAR
  - Students who skip grades will receive a progress measure starting in 2014 (STAAR only).

- Language changes
  - Students who test in different languages in mathematics in 2013 and 2014 will receive progress measure in 2014

- ELL Parent Denial
  - ELL students whose parent(s) have denied ELL services will receive STAAR progress measure in 2014
Reporting

- STAAR progress measure results are reported on:
  - Confidential Student Reports
  - District data file
  - Data Portal
Implementation Schedule

Plans for when progress information will be reported (R) and used for accountability (A) in 2014
STAAR Progress Measure

- Available on TEA STAAR Resources page
  - STAAR Progress Measure Q & A
  - Calculating STAAR Progress Measure
  - STAAR Progress Measures Implementation Schedule
ELL Progress Measure and Updates
STAAR L and SSI

- Beginning in 2013–2014, 5th and 8th grade students assessed with STAAR L in mathematics will be held to same SSI requirements for both mathematics and reading, including retesting and automatic retention, as students taking the general STAAR assessments.
Question from the Field

**Question:**
If a student met their ELL progress measure on an assessment subject to SSI, does this satisfy their passing requirement?

**Answer:**
A student meeting an ELL progress measure expectation does not equate to passing the assessment unless their ELL progress measure expectation is set at the level II passing standard.
Domain Weights and Composite Scores

- Based on feedback from educators, second language acquisition experts, and TELPAS audit results, TEA revised the domain weights and composite score calculations.

- Additional information can be found in the Changes to TELPAS Starting in 2014 document in the General Resources section of the ELL Assessments webpage at http://www.tea.state.tx.us/student.assessment/ell/
TELPAS Changes

- New standards will be applied to grades 2–12 TELPAS reading scores beginning with the 2014 administration.

- The new domain weights and composite score calculations also go into effect beginning with the spring 2014 administration.

- Due to the fact that the reading domain is weighted heavier in composite proficiency level calculations, districts may see slight shifts in composite scores for students.
New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools.

The count restarts at day 1 only for students who withdraw from a U.S. school but don’t re-enroll in another U.S. school for 10 or more consecutive school days.

ELL students enrolling in U.S. schools within the final 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
The updated *Instructions for Years in U.S. Schools Data Collection* document is posted in the TELPAS Policy Resources section of the LPAC Resources webpage at http://www.tea.state.tx.us/student.assessment/ell/lpac/

Information is also available on page T-32 of the *2014 District and Campus Coordinator Manual*.
Example 1

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early March 2013. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for 7 days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2012–2013 school year and was not un-enrolled for a time period of 10 or more school days. Therefore, the LPAC at Campus B must count the 2012–2013 school year as year one in U.S. schools for that student. The following 2013–2014 school year, the student is considered to be year two.
A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2013. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2012–2013 school year as year one in U.S. schools. The following 2013–2014 school year, the student is consider to be in his or her first year in U.S. schools.

In this case, the student was enrolled in a U.S. school in the previous school year but was not determined to have been enrolled for 60 consecutive school days. The 2013–2014 TELPAS Years in U.S. Schools value for the student must be coded 1st year, enrolled 1st semester.
Question from the Field

- **Question:**
  What is the correct years in U.S. schools coding for an ELL that enrolls for the first time in U.S. schools within the final 60 days of the school year?

- **Answer:**
  Although this first-year ELL will not complete 60 consecutive school days of enrollment by the end of the school year, the Years in U.S. Schools field in the Texas Assessment Management System for this ELL would be coded “0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER OF THE 2013–2014 SCHOOL YEAR.”
Question from the Field

Question:
How do I calculate the years in U.S. schools for a student who will not have been enrolled for 60 consecutive school days by the end of the TELPAS assessment window?

Answer:
If there are at least 60 consecutive school days left until the end of the school year then districts will count the current year in the years in U.S. schools calculation. If there are not 60 consecutive school days left in the school year then the current year would not be included in the calculation.

NOTE: This does not apply to ELLs in their first year since the data collected refers to enrollment in first or second semester of their first year and not completion of one year in US schools.
Question from the Field

Question:
Why are districts being asked to look at the previous school year to determine 60 consecutive school days of enrollment when calculating years in U.S. schools for the spring 2014 TELPAS administration?

Answer:
As with the previous policy in place, in order to calculate the current number of years an ELL has been enrolled in U.S. schools districts need to know the number submitted the previous school year that the student was enrolled. Based on whether the student was enrolled 60 consecutive school days or not, the number of years in U.S. schools submitted during the spring 2014 TELPAS assessment window would either remain the same as was submitted the previous year or increase by 1.
Districts are not changing the value for years in U.S. schools submitted in a previous school year. Districts are using the data previously submitted to inform data that will be submitted this spring.

The number of years in U.S. schools on record for a student will never decrease. The value will either remain the same or increase by 1.

ELLs will be put into plans for the ELL progress measure based on spring 2014 years in U.S. schools information submitted and composite scores calculated. It is extremely important that this information is entered accurately.
Texas ELL Progress Measure

- ELL Progress Measure will:
  - provide year-to-year performance expectations on STAAR content-area assessments for ELLs
  - take into account the level of English language proficiency of ELLs to provide more meaningful gauge of annual improvement TEA

- Defines progress on STAAR differently for this population

- Classifies progress as *Did Not Meet*, *Met*, or *Exceeded*
ELL Progress Measure

- Students will be placed into a plan that takes into account their English language proficiency and amount of schooling in the U.S.
- Plans typically range from 1 to 4 years
- Each year of the plan, the STAAR scale score expectations for Met and Exceeded increase
To be eligible for the ELL Progress Measure, a student must:
- be classified as limited English proficient (LEP),
- take the English language STAAR version, and
- not be classified as parent denial for ELL services.
- Has a valid STAAR scale score
- Number of years in U.S. schools does not exceed the number of years in progress measure plan

Available for all STAAR and STAAR L tests in English

Not available for STAAR Modified, Alternate or Spanish.
ELL Progress Measure Plans

Student’s plan is determined by the number of years of enrollment in U.S. schools and TELPAS composite proficiency level obtained the first time TELPAS is taken, beginning with grade 2. For this year, students will be put into a plan based on spring 2014 TELPAS information submitted.

<table>
<thead>
<tr>
<th>Number of Years in U.S. Schools</th>
<th>TELPAS Proficiency Level</th>
<th>ELL Progress Measure Plan*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TELPAS Beginning</td>
<td>4-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>TELPAS Intermediate</td>
<td>3-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>TELPAS Advanced</td>
<td>2-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>TELPAS Advanced High</td>
<td>1-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>TELPAS Intermediate or Below</td>
<td>4-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>TELPAS Advanced</td>
<td>3-Year Plan</td>
</tr>
<tr>
<td>3</td>
<td>TELPAS Advanced High</td>
<td>2-Year Plan</td>
</tr>
<tr>
<td>3</td>
<td>TELPAS Advanced or Below</td>
<td>4-Year Plan</td>
</tr>
<tr>
<td>4</td>
<td>Any TELPAS Proficiency Level</td>
<td>4-Year Plan</td>
</tr>
</tbody>
</table>

* Add one additional year (up to a maximum of 5 years) for students classified as SIFE or who are classified as asylees and refugees and for all ELL students assessed with STAAR English I and English II.
## ELL Progress Measure Plans

<table>
<thead>
<tr>
<th>Number of Years in U.S. Schools</th>
<th>TELPAS Composite Proficiency Level</th>
<th>ELL Progress Measure Plan</th>
<th>Student’s Location in Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Beginning</td>
<td>4-Year Plan</td>
<td>Year 1 of a 4-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>Intermediate</td>
<td>3-Year Plan</td>
<td>Year 1 of a 3-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>Advanced</td>
<td>2-Year Plan</td>
<td>Year 1 of a 2-Year Plan</td>
</tr>
<tr>
<td>1</td>
<td>Advanced High</td>
<td>1-Year Plan</td>
<td>Year 1 of a 1-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate or Below</td>
<td>4-Year Plan</td>
<td>Year 2 of a 4-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>Advanced</td>
<td>3-Year Plan</td>
<td>Year 2 of a 3-Year Plan</td>
</tr>
<tr>
<td>2</td>
<td>Advanced High</td>
<td>2-Year Plan</td>
<td>Year 2 of a 2-Year Plan</td>
</tr>
<tr>
<td>3</td>
<td>Advanced or Below</td>
<td>4-Year Plan</td>
<td>Year 3 of a 4-Year Plan</td>
</tr>
<tr>
<td>3</td>
<td>Advanced High</td>
<td>3-Year Plan</td>
<td>Year 3 of a 3-Year Plan</td>
</tr>
<tr>
<td>4</td>
<td>Any Level</td>
<td>4-Year Plan</td>
<td>Year 4 of a 4-Year Plan</td>
</tr>
</tbody>
</table>
ELL Progress Measure Proposed Plans

Example:

[Diagram showing levels and scores with year-wise progress marker points such as Level I, Year 1: 1204 Grade 3 Reading, Level II, Year 2: 1346 Grade 4 Reading, Year 3: 1422, and Level III, Year 4: 1458 Grade 5 Reading, with an arrow indicating advancement to Level II Grade 6 Reading.]
In 2014, ELL progress measure to be used for accountability purposes and reported in the teacher, student, and analytic reporting portals using new domain weights and revised TELPAS standards

Resource currently posted
- *Understanding the Texas English Language Learner (ELL) Progress Measure* (in English and Spanish)
- Short document containing general questions and answers about the ELL progress measure

Other resources to be posted soon
- More detailed question and answer document
- Flowchart to demonstrate how students are assigned a plan
- Cut score expectation table
In 2014, ELL progress measure will be reported on:

- Confidential Student Reports
  - Not for early spring (before TELPAS) administrations
- District Data File
- Data Portal
For ELLs who –

- have been enrolled in U.S. schools 3 years or less (5 or less if qualifying unschooled asylee/refugee),

AND

- have not yet attained TELPAS advanced high reading rating in grade 2 or above.

**Why this provision?** In English I and ESOL I Courses, these students may require substantial instructional scaffolding and linguistic adaptation not feasible on standardized language arts assessments.
When enrolled in English I/ESOL I course, an eligible ELL shall not be required to retake the assessment each time it is administered if student passes course but does not meet the passing standard on the assessment.

NOTE:

- Students are not exempt from testing while in the course.
- Provisions do not apply to English II.
- Parental Denials are not eligible for the provision.
English Language Arts Updates
STAAR Redesign—English I and II

- A subset of Texas educators who served on original English reading and writing standard-setting committees met in January 2014 to recommend new performance standards for Level II (Satisfactory) and Level III (Advanced) on new combined tests.

- Phase-in 1 is extended for the entire STAAR program for an additional year—will be in effect for 2014 English I and II spring and summer testing.

- Students retesting in reading, writing, or both must take the combined tests beginning in spring 2014.
Many students can understand what they read with teacher guidance but cannot independently “tackle”—or negotiate—texts, especially those written at higher complexity levels.

Many students can define literary and informational reading terminology but do not understand how this terminology translates into “tools” the author uses to create meaning.
Many students can connect a limited number of ideas that are relatively close to the surface and close together but cannot connect multiple ideas that are more subtle or nuanced and span a greater portion of the text (or cross texts).

Many students can use text evidence in an attempt to support their ideas but do not know the difference between flawed and well-chosen evidence.
The form of the essay must “match” the purpose for writing.

The essay must be responsive to the central “charge” of the prompt (the “Write about”).

An explicit, specific thesis (expository) or position statement (persuasive) must be evident—the earlier in the paper, the better.

No False evidence
The essay must progress logically and smoothly from sentence to sentence.

Development must be narrow and deep—focused on one or two ideas that are explained in enough depth to add substance and thoughtfulness to the essay.

Each part of essay must “build” on what comes before it—meaningful transitions are essential for this to happen.
Writing—The Non-negotiables

Two Key Points

- The best development is real, based on a student’s own experiences and thinking about the world.

- Development can’t happen without good progression. Students have to thread sentences together (each sentence to the next) in order to build depth.
The use of language must establish an appropriate tone and enhance the development of ideas.

Sentences must be controlled and effective.

Writing must be fluent and relatively free from errors.

Remember

Control at the word and sentence level is necessary for rhetorical effectiveness at the paragraph and essay level.
Improving Writing Scores
Some Final Thoughts

- Good writing is impossible without good thinking.
- Writing is a process; it is NOT the product of following a specific pattern or filling in the boxes.
- Planning and revision are especially important given the space constraints of 26 lines.
Real improvement can’t happen unless students can apply the concepts, skills, vocabulary, and grammar they’re being taught. Application is hard—it takes time and practice!

The score an essay receives is dependent more on the quality of the writing than on its length. The more skillfully crafted a piece is, the higher its score.

Writing has to begin in 1st grade and continue into 6th and 8th grade as well.
Math Updates
Middle School Students Taking Algebra I

- Middle school students taking Algebra I should be prepared to take both the Algebra I assessment and the grade level assessment.

- TEA has requested a waiver from the U.S. Department of Education to avoid this double testing.
Does this student have to take the EOC?

Newly adopted in Texas Administrative Code 101.3021e

- If a student earned high school credit Algebra I prior to enrollment in a Texas public school district and the credit has been accepted by the district, the student is not required to take the Algebra I assessment (also applicable to other EOCs).

- If a student completed a course for Texas high school credit in Algebra I prior to the 2011-2012 spring administration, the student is not required to take the Algebra I assessment.

Assessment, Research, & Evaluation Department | Brownsville ISD
STAAR Performance Standards

Through commissioner of education rules, TEA is proposing:

- To maintain phase-in 1 performance standards for STAAR for the 2013–2014 school year
- That performance standards for STAAR EOC assessments be based on when students take their first EOC assessment and apply to all five EOC assessments
Students in grades 5 and 8 who are assessed with STAAR L in mathematics will be held to SSI promotion/retention requirements for both mathematics and reading.
New Mathematics Assessment

2015 and Beyond
New Information

- Available:
  - New Assessed Curriculum
  - New Blueprints
  - New Reference Materials

- Coming Soon
  - New approach to process codes
  - New grids
New STAAR Policy: Beginning in the 2014–2015 school year, districts must ensure that each student has a handheld graphing calculator to use when taking the STAAR grade 8 mathematics assessment.

Districts will be required to have a sufficient supply of calculators available so that each student has access to a calculator, not only on the day of testing but also for routine class work.

This policy is aligned with and supports the TEKS by ensuring that all students in grade 8 mathematics classes have access to calculators.
Changes to the Texas Assessment Program for Students with Disabilities
The End of STAAR Modified

- The U.S. Department of Education informed states that assessments based on modified standards for students served by special education cannot be used for accountability purposes after the 2013-2014 school year.

- STAAR Modified will be administered for the last time in spring of 2014.
What State Assessment Options will be Available for Students Receiving Special Education Services in 2015?

- STAAR
- STAAR Spanish
- STAAR L
- STAAR Alternate

Accommodations will be allowed but have not yet been finalized for the 2014-2015 school year.
September: TEA met with focus group to obtain input regarding how students with disabilities (currently eligible for STAAR Modified) are being provided access to the general curriculum

- Classroom teachers, campus administrators, district personnel, Education Service Center specialists, advocates

November-present: TEA staff has been working on plans for possible additional accommodations via an online delivery system

- Similar in functionality to STAAR L
In the coming months TEA will:

- Continue to research viability and appropriateness of accommodations to STAAR in an online format
- Test usability of such accommodations in cognitive labs
Graduation and Dropout
Annual dropout rate calculation

Definition:

- The percentage of students who drop out of school during one school year.
- This method produces the lowest rate of all the methods for counting dropouts.

Calculation:

\[
\text{Number of students who dropped out during the school year} \div \text{Number of students enrolled during the school year}
\]
Uses of annual dropout rate

- **State Accountability**
  - 2012-13 Grade 9-12 annual dropout rate
  - An indicator in Index 4: Postsecondary Readiness
  - Used for high school campuses when a longitudinal rate is not available (Evaluated for 10 student groups)
  - Rates calculated with exclusions applied

- **Performance-Based Monitoring**
Leaver codes for class of 2013

- Graduate: 01
- Other leaver: 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
- Dropout: 88, 89, 98

Dropouts with this leaver reason code are included in rates calculated for state accountability purposes: code 98.

Dropouts with this leaver reason code are included in rates calculated for federal accountability purposes: codes 88, 89, and 98.
Longitudinal Rate Calculations

Longitudinal rate calculations:

**Graduation Rate:** Used for state and federal accountability

\[
\text{Graduates} = \frac{\text{Graduates} + \text{Continuers} + \text{GED recipients} + \text{dropouts}}{\text{Graduates} + \text{Continuers} + \text{GED recipients} + \text{dropouts}}
\]

**Graduated + continued + received GED rate:** Reported only

\[
\text{Graduates} + \text{Continuers} + \text{GED recipients} = \frac{\text{Graduates} + \text{Continuers} + \text{GED recipients} + \text{dropouts}}{\text{Graduates} + \text{Continuers} + \text{GED recipients} + \text{dropouts}}
\]
Terms used in longitudinal rates

- **Graduate:** Graduated from a Texas public school in year 1, 2, 3, 4 (or year 5 for five-year rates).
- **Continuer:** Enrolled in school-start window in year 5 (or year 6 in five-year rates).
- **GED recipient:** Received GED by August 31, 2013.
- **Dropout:** Dropped out in year 1, 2, 3, 4 (or year 5 for five-year rates).

- **Class:** Graduates + continuers + GED + dropouts
- **Cohort:** Graduates + continuers + GED + dropouts + other leavers + underreported students + id errors
Students can be added to a district’s cohort in one of two ways

1. **District-to-district movers:** A student begins grade 9 in one district and moves into and enrolls in another district. The student is still in the 2013 cohort, regardless of the grade-level assignment in the receiving district. The student is removed from the sending district’s cohort and enters the receiving district’s cohort.

2. **Students new to the Texas public school system:** A student who enrolls in the expected grade level of the cohort is added to the cohort. For example, a student who enrolled in grade 10 in 2010-2011, when the 2013 cohort was expected to be in grade 10, is added to the district’s cohort.
Performance Index

- Used in Index 4: Postsecondary Readiness
- Use of the four-year graduation rate or five-year graduation rate for high school campuses (Evaluated for 10 student groups)
- Use of rates with exclusions applied
- Use of the percentage of graduates graduating under the recommended or advanced high school program plans (RHSP/DAP) based on the four-year and five-year longitudinal cohorts (all students and racial/ethnic groups).
Safeguards

- Use of the four-year graduation rate or five-year graduation rate for high school campuses (Evaluated for 11 student groups: all students, racial/ethnic groups (7), economically disadvantaged, SPED, ELL)
- Use of rates without exclusions applied
Resources

- 2014 Accountability Development
  http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

- 2013 Accountability Rating System
  http://ritter.tea.state.tx.us/perfreport/account/2013/index.html

- Performance Reporting Home Page
  http://www.tea.state.tx.us/perfreport

- Student Assessment Home Page
  http://www.tea.state.tx.us/student.assessment